

**Review and Approval Checklist for Instructional Personnel and
School Administrator Evaluation Systems**
DOE Form No. EQEVAL-2012 RTTT
For use by RTTT Districts to comply with expectations for RTTT and applicable statutes and SBE rules
Non-RTTT districts see process adjustments on last page

District: _____ **Date Submitted to DOE:** _____

Contact Person's Name: _____ **Title:** _____

Phone: _____ **E-mail:** _____

Type of Evaluation System Submitted (check one): **Instructional Personnel** **School Administrator**

This checklist is designed to assist school districts with preparing new or modified instructional personnel and school administrator evaluation systems.

The following definitions shall be used in this form:

“Common language of instruction” means the Department’s core set of terms and definitions to be used uniformly in evaluation and professional development systems by districts and the Department, posted on www.fldoe.org/profdev/pa.asp.

“Contemporary research” means large scale professional research studies and meta-analyses based on populations of sufficient size and composition to reveal the impact of instructional and leadership practices on student learning growth and on teacher and school administrator proficiency. Research findings are considered “contemporary” when conducted within the last ten years or where the continued validity of findings is supported by research conducted within the last ten years.

“Core standards and expectations” means the core standards for effective educators described in the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., and the core expectations for effective school administrators described in the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C.

“Deliberate practice” means the research-based cause and effect relationships between specific professional learning behaviors and highly effective performance, which are measured during an evaluation period.

“Documentation” means the handbook(s), manual(s), forms, and such district policies and regulations that inform employees and evaluators of the processes, practices, and criteria by which the district evaluation system is implemented and by what method the district’s system complies with applicable statute and rule.

“Domains” means the broad distinguishable areas of professional knowledge and responsibility that are priorities for a performance evaluation.

“Evaluation” means an assessment on the proficiency of an individual's performance over a period of time based on evidence from multiple measures that reflect the proficiency and impact of the individual’s work.

“Evaluation system” means the performance criteria and procedures implemented for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services.

“Evidence” means the observed practices, behaviors, and data that represent an individual’s performance on the measures and indicators in the evaluation system.

“Feedback” means the timely information, specific to the evaluation system’s rubrics and indicators, that is provided about evidence collected in the evaluation system, which serves to improve the quality of future actions or depth of understanding on performance expectations.

“Florida’s common language of instruction” means the Department’s core collection of research-based terms and definitions that promote statewide understanding of the expectations for the quality of instruction and professional responsibility.

“High effect size strategies” means the research-based instructional and school leadership strategies that have a significantly higher probability of impact on student learning growth than other practices. They are components within the core standards and expectations described in the FEAPs (Rule 6A-5.065, F.A.C.) and FPLS (Rule 6A-5.080, F.A.C.) and constitute priority issues for faculty development and deliberate practice. A listing of these high effect size strategies are posted for district use on www.fldoe.org/profdev/pa.asp/profdev/pa.asp.

“Indicator” means the description of the expectation(s) for quality practice that are included in observation and evaluation instruments.

“Instructional team” means the team that a district school superintendent may, for evaluation purposes, assign to certain instructional personnel where the student learning growth of the instructional teams students on statewide assessments are assigned to the instructional members of the team for the student growth portion of an evaluation, such results being assignable only where the instructional team member’s students do not have performance of students measures as defined in Section 1012.34, F.S.

“Learning targets” means measureable student learning growth outcomes that are applicable to the performance of students criteria of a teacher’s evaluation. Learning targets are established based on the goals of the school improvement plan and approved by the school principal.

“Newly hired” means the first year in which instructional personnel are employed by the district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere.

“Observations” means an element in evaluation systems that contribute evidence toward formative feedback and evaluation. Observations of practice and the impact of practice may be formal or informal, announced or unannounced. Evidence collected in an observation is used for

formative feedback and toward the summative evaluation rating. Observation evidence may be contributed by supervisors, mentors, or peers, and through walkthroughs, conferences, collegial professional learning processes, and artifacts or records relevant to evaluation elements.

“Performance levels” are summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. The rating labels for the four performance levels required in Florida evaluations are highly effective; effective; needs improvement, or, for teachers in the first three years of employment, developing; and unsatisfactory.

“Proficiency levels” means the formative judgments of performance on indicators or clusters of indicators in the practice component of an evaluation system.

“Research-based” means the expectations for performing a strategy or practice correctly and in appropriate circumstances are based on contemporary or relevant action research that links the methodology to a high probability of positive impact on student or professional learning and adapted to the learning environment and learner needs.

“Research framework” means an organized body of contemporary research that, when implemented effectively, operationalizes the instructional practice or leadership practice criteria of the evaluation system.

“Rubric” means a set of criteria used to distinguish between performance or proficiency levels.

Instructions for Completing the Checklist

1. Submit this checklist with your district’s evaluation system documentation. For each element of an evaluation system shown below, provide the page number(s) where that element is addressed in your evaluation system documentation. If more than one document is included in your submission, note the title of the document as well as the page number(s). Include only evaluation system documents that address the evaluation approval issues in the checklist.
2. Mark N/A in the page number column for any checklist element(s) that do not apply to the evaluation system you are submitting for review. Only evaluation elements that are optional for districts pursuant to Section 1012.34, F.S., may be marked as N/A by RTTT districts. Non-RTTT district’s additional options for use of N/A are described on the last page of the checklist.
3. A district’s research framework must specifically implement the core standards of the FEAPs, Rule 6A-5.065, F.A.C., for instructional systems and the core expectations of the FPLS, Rule 6A-5.080, F.A.C., for school administrators.
4. The district’s evaluation system documentation must include procedures for implementing observations and use of observation data.
5. Performance levels for summative rating must conform to the requirements of Section 1012.34, F.S. Proficiency levels for indicators or clusters of indicators within the practice portion of an evaluation system are research-based rubrics, set by each district to reflect district and state priorities, and are the basis for providing feedback, designing professional learning, and determining the practice portion of an individual’s final summative evaluation rating.
6. “Instructional team,” when included in an instructional evaluation system, must be a team that a district school superintendent, for evaluation purposes, has assigned certain instructional personnel. The student growth portion of team member’s evaluation will be based on the student learning growth results of the instructional team’s students on statewide assessments. The superintendent may not assign a team’s student performance results to an individual in a class of personnel whose performance of students measures are otherwise defined in Section 1012.34, F.S. Superintendents may not assign instructional team results to personnel for evaluation purposes beginning July 1, 2015.

- 7. Learning targets are to be used for evaluation purposes only for classroom teachers whose students do not take statewide assessments and who teach courses for which the school district has not established local assessments.

Element Name	Page number(s)/ document title(s)
I. Performance of Students Elements:	
A. For classroom teachers of courses associated with state assessments under Section 1008.22, F.S.: Verification that state assessment data and the associated state-adopted learning growth model adopted in Rule 6A-6.0411, F.A.C., are used in the evaluation of teachers assigned to teach the courses associated with a state assessment. A listing of courses associated with state assessments is found at www.fldoe.org/profdev/pa.asp .	
B. For classroom teachers of courses not associated with state assessments:	
1. The district-determined student assessment that is used for personnel evaluations for each grade and subject as described in Section 1008.22(8), F.S.	
2. The method of calculating student learning growth or performance for each assessment in I.B.1.	
3. Whether state assessment data for the assigned students is also included in the personnel evaluation and the percentage relationship of state assessment results and local assessment results.	
4. How performance of students results are calculated for classroom teachers whose course load is a combination of courses associated with state assessments and those that are not.	
5. The scoring system and cut points that will apply to performance of students results.	
C. For instructional personnel who are not classroom teachers:	
1. The percentage of the evaluation that is based upon state assessment results of the students assigned to the individual.	
2. The student outcome measures that are included in addition to the state assessment results, if applicable, and the scoring system and cut points associated with these measures.	

Element Name	Page number(s)/ document title(s)
<p>D. For school administrators, student learning growth based on statewide assessment results as calculated by the state-adopted value added model, and if employed, student learning growth results that are included in addition to statewide assessment results.</p>	
<p>E. Confirmation and procedures for including current year student performance data in each individual’s summative rating for that school year. The years of student growth data that will be included in evaluation must be specified and must include the current year.</p>	
<p>F. The percentage of an evaluation that is based on performance of students when there are three years of data present for an individual and when there are less than three years of data present for an individual.</p>	
<p>G. The performance of students assessments, calculation methods, and cut scores for teachers newly hired by the district for use in the first evaluation.</p>	
<p>H. For the 2011-12 and 2012-13 school years, the number of years of student learning growth data applied to evaluations. (In 2013-14 and thereafter, three years of data are required.)</p>	
<p>I. If learning targets are employed for evaluation of student learning growth for a class of instructional personnel, identification of the class(es) of instructional personnel impacted and the procedures for implementing learning targets at the school level. Learning targets may be used for student growth results only where the teacher’s students do not take state or district assessments as defined in Section 1012.34, F.S. (Mark N/A if learning targets are not employed.)</p>	
<p>J. If instructional teams are employed for evaluation of student learning growth, identification of the class(es) of instructional personnel who will receive the learning growth results of an instructional team. The results shall consist of the student learning growth results of the instructional team’s students on statewide assessments. The superintendent may not assign a team’s student performance results to an individual in a class of personnel whose performance of students measures are otherwise defined in Section 1012.34, F.S. Superintendents may not assign instructional team results to personnel for evaluation purposes beginning July 1, 2015. Instructional teams may only be used when the student growth results of students assigned to a team member are not measured by state or district assessments as defined in Section 1012.34, F.S. (Mark N/A if instructional teams are not employed.)</p>	

Element Name	Page number(s)/ document title(s)
II. Instructional or Leadership Practice Elements. The evaluation system shall include the following:	
<p>A. The evaluation system is based on a research framework that supports student learning and effective instruction. The Department’s core set of frameworks that are aligned with the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C., are posted on www.fldoe.org/profdev/pa.asp. Districts using Department frameworks satisfy this element of the evaluation system review. Districts using frameworks not in the Department’s core list shall provide a crosswalk specifying the alignment of the framework with the FEAPs, Rule 6A-5.065, F.A.C., or FPLS, Rule 6A-5.080, F.A.C.</p>	
<p>B. Observation and feedback instrument(s) that include indicators, organized by domains, based on the core of standards or expectations that establish expected proficiency levels, and are consistent with Florida’s common language of instruction posted on www.fldoe.org/profdev/pa.asp. The instruments shall include descriptions of the processes by which evidence of proficiency on indicators is obtained, and how timely feedback on proficiency is provided. The indicators in an evaluation system shall be based on evidence of practice and shall include the following:</p>	
<p>1. The Department’s identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth posted on www.fldoe.org/profdev/pa.asp. These indicators constitute priority issues for deliberate practice and faculty development</p>	
<p>2. For instructional personnel, indicators that are based on each of the Florida Educator Accomplished Practices as found in Rule 6A-5.065, F.A.C., job expectations related to student support, and indicators that assess progress on deliberate practice priorities for professional improvement. Each district system shall also include the following indicators:</p> <ul style="list-style-type: none"> a. Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal; b. Tracking Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment; c. Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the district and the manner in which that content should be sequenced; and d. Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change. 	

Element Name	Page number(s)/ document title(s)
<p>3. For school administrators, indicators will be included that are based on each of the Florida Principal Leadership Standards as found in Rule 6A-5.080, F.A.C., indicators that assess progress on deliberate practice priorities, and the additional indicators specified in Section 1012.34, F.S. Each district system shall also include the following indicators:</p> <ul style="list-style-type: none"> a. Feedback Practices: The principal monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals; b. High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies; c. Facilitating Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year; and d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida’s common language of instruction. 	
<p>4. Indicators focused on professional or job responsibilities not related to student learning growth, FEAPs (Rule 6A-5.065, F.A.C.), FPLS (Rule 6A-5.080, F.A.C.), or deliberate practice shall not constitute more than 20% of the indicators in an evaluation system.</p>	
<p>C. Rubrics for distinguishing among proficiency levels in the practice elements.</p>	
<p>D. The scoring/weighting system that will apply to instructional or leadership practice and how it impacts the final annual evaluation.</p>	
<p>III. Professional and Job Responsibility Elements. The evaluation system shall include the following:</p>	
<p>A. Professional responsibility and ethical conduct and behavior indicators based on the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C., respectively.</p>	
<p>B. For instructional personnel: An indicator shall be included on monitoring and feedback to students on progress toward accomplishment of the learning goals aligned with the course standards.</p>	

Element Name	Page number(s)/ document title(s)
<p>C. For school administrators: Indicators shall be included on monitoring and timely feedback to instructional personnel on their proficiency in the indicators included in the instructional evaluation system, and on the administrator’s resilience in pursuit on continuous school improvement.</p>	
<p>D. Weighting and scoring of indicators on professional and job responsibilities are incorporated into the instructional or leadership practice elements of the evaluation system.</p>	
<p>IV. Summative evaluation form(s) and scoring and weighting systems that define how student growth measures and proficiency levels are calculated and combined to obtain a summative performance level.</p>	
<p>V. Statement of purpose consistent with the purpose for evaluation systems as expressed in Section 1012.34, F.S.</p>	
<p>VI. Multiple measures are employed that inform improvement processes and evaluation decisions. Multiple measures must be included in determining the summative evaluation. This means the result is based on more than two sources of data. Example data sources include evidence of student learning growth, instructional practice, deliberate practice, parental input, and may include other data sources as determined by the district. The weighting and scoring of such measures shall be incorporated into either the student growth measure portion or practice portion of the evaluation, as appropriate. Where included in the student growth portion, the measures must be consistent with the statutory guidelines.</p>	
<p>VII. Performance Levels and the rubric(s) used to differentiate between performance levels are included in the documentation.</p>	
<p>VIII. Input Mechanisms:</p>	
<p>A. Identification of supervisory personnel performing evaluations.</p>	
<p>B. Identification of any other persons with input toward evaluation.</p>	

Element Name	Page number(s)/ document title(s)
<p>C. For instructional evaluations, a mechanism for parents to provide input into employee evaluation and a description of the district’s criteria as to when such input is appropriate. For administrators, a mechanism that provides an opportunity for parents to provide input into an administrator’s performance evaluation.</p>	
<p>D. For administrators, where included by a district, description of the opportunity for instructional personnel to provide input into the administrator’s performance evaluation.</p>	
<p>E. Description of use of a peer assistance process where the district uses one for evaluation input. (Mark N/A if none is included.)</p>	
<p>IX. Training: Provides for training programs to ensure that all employees subject to an evaluation system are informed on evaluation criteria and processes, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures. These will include:</p>	
<p>A. Systemic processes to inform workforce and evaluators, using Florida’s common language of instruction, on what they are to know and be able to do based on elements in the evaluation system.</p>	
<p>B. Systemic processes to provide initial training and continuously improve the capacities of workforce and evaluators, using Florida’s common language of instruction, to understand and implement the performance expectations in the evaluation system indicators.</p>	
<p>X. Continuous Improvement and Professional Development:</p>	
<p>A. Improvement Plans: The use of performance evaluation results when developing district and school level improvement plans.</p>	
<p>B. Continuous Improvement: Instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators.</p>	
<p>C. Professional Development: Use of performance evaluation results to identify the content of individual, collegial, and system-wide professional development.</p>	

Element Name	Page number(s)/ document title(s)
D. Processes for the coordination of evaluation, school improvement and professional development planning, data collection and analysis, and impact monitoring.	
E. Feedback and continuous improvement processes focused on the purpose of the evaluation system.	
F. Monitoring: Include a process for monitoring and evaluating the evaluation system as required in subsection (6) of this rule.	
XI. Reporting processes employed to comply with 1012.34 reporting requirements	
XII. Special Procedures:	
A. Evaluation procedures for newly hired classroom teachers.	
B. Identification of teaching fields for which special evaluation procedures and criteria are necessary.	
C. If a process for amending evaluations is included, a description of that process.	

Adjustments for non-RTTT districts

The elements in the checklist above that not required of non-RTTT districts at this time are listed below. However, non-RTTT districts are encouraged to incorporate them. A non-RTTT district may mark these elements as N/A in the checklist above if not being incorporated into your system at this time. Otherwise note the page number(s) as applicable in the checklist above.

Part II: Instructional and Leadership Practice Elements. All elements apply to non-RTTT districts except the following elements related to indicators which are optional for non-RTTT districts:

II B: The opening paragraph applies but the added indicators listed in B(1) are optional for non-RTTT districts.

II B 2: Paragraph 2a applies but the added indicators listed in 2a, 2b, 2c, and 2d are optional for non-RTTT districts.

II B 3: Paragraph 3 applies but the added indicators listed in 3a, 3b, 3c, and 3d are optional for non-RTTT districts.

Part III: Professional and Job Responsibility Elements

Paragraphs III B and III C are optional for non-RTTT districts.

All elements listed in the checklist not noted in this section as optional for non-RTTT districts are required for non-RTTT districts.

Non-RTTT districts may seek clarification as needed on N/A elements by contacting the Division of Educator Quality. Email may be addressed to john.moore@fldoe.org by phone 850-245-0546.